

Aims:

- To become the **centre of expertise for inclusivity** in South Devon and beyond
- To raise **educational achievement** .

We're getting there!

These are some of the things we are doing

- **Teacher Training** – There have been a number of enquiries from student teachers, who want to train within the Federation because of the experience it offers in all three types of schools, i.e. cross phase, which shows that we are on the right track. We're in the process of planning appropriate courses, which we hope will be ready to pilot next year, including a shortened inclusion module. With the development of Inclusion and the increased number of pupils with special educational needs joining us, this kind of training is invaluable and very attractive to employees.
- **Teaching Assistant Training** – As a Federation, planning for a cross phase TA programme is underway, taking on board requests from staff and TAs. Initially we are developing an **Induction Course**, which will incorporate training in specific special needs, inclusion and core subjects across all three schools, progressing later to higher levels, giving the opportunity to specialise. TAs will gain knowledge of all three phases and will therefore be able to track back and access resources and strategies as appropriate.
INNOVATIVE – NATIONAL RECOGNITION - The DfES Innovations Unit have viewed this project as something which can benefit other schools and have awarded us extra funding to develop it for Nationwide use as part of the National Federation Tool Kit – so watch this space!!
- **Cross Phase Teaching** – Not only have the cross phase teachers **enjoyed** the experience of working in each others schools but they have gained a great deal knowledge and expertise first hand, which has had a direct impact on areas of teaching and learning, e.g. Bidwell literacy curriculum for KS3 is gradually being aligned with KEVICC making inclusion easier; both schools are currently working on the same scheme of work to aid differentiation etc. **Transition** - We embarked on an exercise of mapping objectives from KS to KS3, which proved to be anything but as straightforward as we expected. Quite simply, the KS2 and KS3 strategies do marry up i.e. it is difficult to trace the development/progression of an objective through from 2 to 3. Also considerable differences in the approaches to writing and the resulting discrepancy in certain expectations of ways of working, or what students know, may in some way account for problems when moving from primary to secondary. This liaison has thrown up many questions, which **We** will continue to address as well as highlighting some excellent good practice which we can **share**.

Jill Bruley